

Unit Planning Guide: Grade 3 Unit 3 of 9

Unit Title: Whose Story is it? The Craft and Structure of Reading and Writing about History	Pacing (Duration of Unit): 5 weeks (Weeks 11-15)
Grade: 3	Buffer Day(s): 5

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3c Decode multi-syllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.3e Identify words with inconsistent but common spelling-sound correspondences.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.3 Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (refer to Language standards for third grade).

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners *on grade 3 topics and texts*.

WIDA for English Language Learners

- Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting
- Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to

<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1d Form and use regular and irregular verbs.</p> <p>L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)</p> <p>L.3.2f Use spelling patterns and generations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>RI.3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.8 Describe the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second, third in a sequence).</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.</p> <p>To be completed in collaboration with the ELL Department</p>
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Meaning (*Mostly assessed through Performance Tasks/Assessments)

<p>Big Ideas: (Statements and concepts written in teacher friendly language which reflects the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> Writers and illustrators use particular techniques to convey information clearly and keep readers interested. Historical narratives can be told from different points of view. There were Native American people living in the area we now call Massachusetts before the Pilgrims arrived. 	<p>Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> Why is reading and writing about history different from reading and writing fiction? Why should we ask ourselves “whose story is it?” when we learn about the past?
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Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- Characteristics of historical narratives of ordinary people and other ways of presenting the past
- Characteristics of informational text including news articles
- The story of the first peoples from multiple points of view
- What life was like in the 1600s in the place we now call Massachusetts

Key Academic Vocabulary

- multiple
- sequence of events
- historical narratives
- similarities
- differences
- evidence
- claim

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Gaining information from words & images in informational, literary texts and media (Remembering)
- Recounting a series of events, identifying the connections among them, and recognizing when a point of view is used (Understanding)
- Comparing similarities and differences in accounts of the same event (Analyzing)
- Using evidence to support their claims (Applying)
- Drafting, (Creating) revising, (Analyzing) and editing (Evaluated) their writing
- Producing writing in which the development and organization are appropriate to task and purpose (Creating)

